**P692: Seminar in Interventions with Children**

Spring, 2012

**INSTRUCTOR:** Jack A. Cummings

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**COURSE MEETINGS:** Thursday, 9:30-noon; ED 1084

**TEXT BOOKS:**

Doll, B. & Cummings, J. A. (2008). *Transforming School Mental Health Services: Population-based approaches to promoting competency and wellness of students.* National Association of School Psychologists – Corwin Press, Thousand Oaks, CA.

Riley-Tillman, T.C. & Burns, M. (2009). *Evaluating Educational Interventions: Single-Case Design for Measuring Response to Intervention*. New York, NY: Guilford.

Additional assigned reading will be available in the Resources section of Oncourse

**COURSE DESCRIPTION:**

The goal of this class is to prepare you to fulfill the role of school psychologist as an intervention and systems change agent for children experiencing behavior, emotional, and social difficulties. Toward that end, we will work to gain an understanding and practical knowledge of a variety of interventions for social, emotional, and behavioral issues, as well as preventive and systemic interventions. We will seek to improve our understanding of forces that may facilitate or hinder implementation of population-based interventions with children through discussion and through insights from practicum experiences.

**COURSE COMMUNICATION**

Oncourse (**oncourse.iu.edu**) will be used to for assignments, and sharing resources.

**INSTRUCTIONAL FORMAT**

The majority of P692 will comprise of presentations, group discussion and some formal lectures. Class discussion and participation will be strongly encouraged. You each have had unique experiences in life. It is these experiences and perspectives that I would like to see shared during class discussions.

We will practice peer review throughout the course. Peer review is professional development strategy that requires analysis and reflection. It is a collaborative approach that diminishes professional isolation. It can serve an accountability function for psychological services. In the context of this course peer reviewers will be assigned to provide formative feedback.

<http://www.apa.org/ed/governance/bea/learner-centered.pdf>

**OBJECTIVES:**

1. Conceptualize school psychological services from a population-based framework
2. Learn a variety of prevention and intervention techniques for children's academic, behavior, social, emotional and developmental problems;

3. Critique prevention, intervention and treatment plans at a child, classroom, and system level;

4. Understand factors, such as social validity, treatment integrity and generalization, that contribute to the potency of an intervention;

5. Gain an appreciation of the family and community context in which implementation of a problem-solving model takes place, and learn strategies that can better overcome obstacles;

6. Practice collaboration and peer review as tools of professional development; and

7. Become proficient with web 2.0 tools.

**PEOPLE FIRST LANGUAGE**

When you discuss the individuals we work with, please use language that shows sensitivity and an understanding of the disabilities. The things you say and write should communicate that the person is the first and most important consideration and that the disability is a secondary characteristic. For example, I expect you to phrase your comments along the lines of “students with autism…” instead of “autistic students.” This form of expression more clearly emphasizes the person’s dignity and humanity and makes the point that a disability is only one of an individual’s characteristics (and is not the most important one).

**ATTENDANCE POLICY**

Our class meets only 14 sessions so every session is very important. Since we will be doing many activities in class, your attendance is essential for completing your assignments and helping classmates with their work. Apart from a medical or family emergency, you are required to attend ALL sessions. Unexcused absences will result in a reduction in your final grade.

**EFFECTIVE POWERPOINT PRESENTATIONS**

<http://presentationzen.blogs.com/presentationzen/2005/09/visual_simplici.html>

add music, <http://www.freesfx.co.uk/soundeffects/music-tracks/>

<http://office.microsoft.com/en-us/powerpoint/CH100740871033.aspx> (how to in PPT)

use of smart art, <http://office.microsoft.com/en-us/powerpoint-help/demo-spice-up-your-text-with-smartart-graphics-HA010198308.aspx>

<http://office.microsoft.com/en-us/powerpoint-help/charts-and-diagrams-i-smartart-graphics-RZ102673181.aspx?CTT=1>

Lynda.com <http://ittraining.iu.edu/lynda/default.aspx> (for lots of programs)

**COURSE REQUIREMENTS:**

Please attend all class sessions, complete assigned readings, and to be prepared to discuss readings each session. *Remember that this is a seminar with a leadership focus, which by definition cannot work unless all participants are actively involved in exploring and applying concepts from the knowledge base.*The readings constitute the basic knowledge that you will need as an intervention agent. If an absence is unavoidable, please contact me as early as possible.

Intervention Presentation (15 percent). Present results from a single case design intervention from a previous semester. Present with a PowerPoint that includes a graph of the results. Follow the graphing conventions contained in the Riley-Tillman and Burns (2009). **Submit to Oncourse Forum no later than Monday at 11:59 pm of week of scheduled presentation.**

Oral Intervention Critique (5 percent). You will analyze and critique a colleagues’ intervention project. You will be expected to draw on research and your knowledge of single case design. The Riley-Tillman and Burns (2009) book will be essential for the critique.

Wikispaces - Persuasive Leadership Presentation (20 percent x 2). This will be your opportunity to practice your web 2.0 skills. Rather than a conventional text-based chapter, the goal will be to integrate visual images, audio, and video. Fortunately the web is rich with existing material to draw upon. You may also include PowerPoints created by others. All work will need to be cited. Your task will be to present an informative and persuasive session to an audience of school board members and school administrators. You will collaborate on two leadership presentations and wikis, for a total of 40 percent.

Our wikispace:

<http://population-based-intervention.wikispaces.com/>

Curt Bonk’s video on wikis

<http://www.youtube.com/TravelinEdMan#p/c/80131AF31B378ECE/18/ZDrEctr1ob8>

Simple explanation of wikis by Lee and Sachi LeFever

<http://www.youtube.com/watch?v=-dnL00TdmLY>

Research Article Presentations (5 percent). See the chart at the end of the syllabus for dates of your two article presentations. At least one week before your presentation to the class, you must have your article approved by the instructor. Then you will be expected to post a copy of your article and a one page summary in the Oncourse Forum. See Oncourse resources for examples. Each presentation will be worth 5 percent. Use Microsoft Publisher for both presentations. **Submit to Oncourse Forum no later than Monday at 11:59 pm of week of scheduled presentation.**

Quizzes (15 percent). There will be four short answer quizzes each worth 5 percent of the final grade. You may drop the lowest quiz grade.

Class Participation (5 percent). Full credit will be given for active participation in the discussions. Checking email, Facebook, or any other use of a laptop that is not connected to the activity of the class will deduct points.

**Late Work**

All work is expected to be turned in on time. Assignments that are posted after the due date will receive a 10 percent reduction for each day. An assignment submitted to Oncourse at 12:01 am on Tuesday will be counted as late.

**Schedule of Classes**

**Date**  **Topics**

**1/12 NASP Blueprint III, Overview of Population-Based Mental Health Services in Schools)**

Readings: Doll & Cummings, Chapter 1, *NASP Blueprint III* <http://www.nasponline.org/resources/blueprint/index.aspx>

**1/19 Single Case Research Design**

Readings: Riley-Tillman & Burns, Chapters 1-5

**1/26 Barriers to Learning and Teaching**

Readings: Doll & Cummings, Chapter 5 (Bear), Chapter 11 (Adelman & Taylor)

**2/2 (Quiz) Mental Health Screening Identification, Assessment and Evaluation with a Population-Based Framework**

Readings: Doll & Cummings, Chapters 2 (Short & Strein), 3 (Baker), &10 (Nastasi & Hitchcock)

**2/9** **Online - Communalities of implementation**

Readings: Doll & Cummings, Chapter 12 (Cummings & Doll); BP-V, v. 3, Chapters 43, 44, 45, & 46

**2/16 Crisis Intervention**

Readings: BP-V, v. 3, Chapter 47 (Brock & Davis)

**2/23 NASP (no class)**

**3/1 (Quiz) Increasing community involvement**

Readings: BP-V, v. 3, Chapter 58 (Eagle et al.)

**3/8 Homework interventions**

Readings: BP-V, v. 4, Chapter 66, (Dawson)

**3/15 SPRING BREAK**

**3/22 Substance abuse**

Readings: Burrow-Sanchez, J., Call, M.E., Adolphson, S., Hawken, L.E. (2009). School Psychologists’ Perceived Competence and Training Needs for Student Substance Abuse. *Journal of School Health*, *79*, 269-276.

**3/29 Homelessness**

Readings: Nabors, L.A., Weist, M.D., Shugarman, R., Woeste,M.J., Mullet, E. & Rosner, L. (2004). Assessment, Prevention, and Intervention Activities in a School-Based Program for Children Experiencing Homelessness. *Behavior Modification*, *28*, 565-578.

**4/5 (Quiz) Home School Partnerships**

Readings: BP-V, v. 3, Chapter 56 (Esler et al.) Chapter 57 (Miller & Kraft)

**4/12 Group social skills**

Readings: BP-V, v. 4, Chapter 96 (Elliot et al.)

**4/19 TBA**

Readings: TBA

**4/26 (Quiz) Professional Development**

Readings: BP-V, v. 3, Chapter 53 (Stollar et al.)

Research Article Summary

The following represent points that should be covered in your 1 page single spaced summary of the article. You should write brief paragraphs to address the questions listed below.

**At the top of the page include the article citation in APA format.**

**Purpose of the Study** – Why the study was done and what did the researchers hope to accomplish.

**Significance of the Study** – Why was it important to do the study? What can the findings tell that we don’t already know? How are we (or some group) better off after we know the findings?

**Research Questions or Hypotheses** - Feel free to directly quote the research question(s) or hypotheses. Use quotations marks and cite the page number according to APA format. The research questions or hypotheses are often stated at some point in the introduction to the article, or occasionally they may be found in the method section.

**Methods** – describe subjects, instruments and procedure

Subjects – Who the participants were in the study and how they were selected

Instruments – What measures were used?

Procedure – What were the steps in the execution of the study?

**Results** – How the data were analyzed. If statistics were used, state which ones. What was significant and what failed to reach significance?

**Discussion and Implications for Practice** – What are the implications for practice? What cautions should be observed when interpreting the results? What were the limitations of the study? Insert your critical evaluation of the study to conclude your one page overview of the article. What are the implications for practice?

**Assignment parameters** – Single spaced and use no less than 11 pt font. This is a one page assignment, not two or three pages. However, if you have difficultly limiting your overview to one page, do not lose sleep or experience any emotional distress because you can’t fit it all on 1 page. If you find yourself going on a third page, then any emotional distress or lost sleep is merited.

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| **Leadership Presentation** | **Score**  Superior= 5; Very Good= 4; Satisfactory= 3; Marginal= 2; Unsatisfactory = 1 | | |
| Collaboration | Workload shared |  | Disproportionate contributions |
| Integration | Seamless transitions between presenters |  | Presenters did not appear to know what the other was going to present |
| Persuasive Content | Addressed needs of intended audience  (school board members) |  | Failed to consider audience perspectives (school board members) |
| Flow | Sequenced presentation of points facilitate understanding |  | Disjointed, sequenced poorly leading to confusion |
| Creativity | Very novel, inspired approach |  | Lacks excitement |
| Organization | facilitates understanding |  | Disorganized |
| **PowerPoint** | **Score**  Superior= 5; Very Good= 4; Satisfactory= 3; Marginal= 2; Unsatisfactory = 1 | | |
| Presentation | Visually attractive |  | Bland |
| Slide content | Text is used judiciously and presented in 28 font or above |  | Text overloaded slides, use of fonts less than 28 |
| Graphics/Smart Art | Creative graphics/images/smart art promote understanding |  | Confusing or contradictory graphics, or lack of graphics |
| Writing mechanics | Flawless grammar and spelling |  | 3 or more grammar and/or spelling errors |
| Language | Very limited acronym use |  | Excessive acronym use |
| Writing quality | Language is appropriate for communicating with teachers, administrators and psychologists |  | Language is inappropriate for communicating with teachers, administrators and psychologists |

Presenters \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

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| **Wiki** | **Score**  Superior= 5; Very Good= 4; Satisfactory= 3; Marginal= 2; Unsatisfactory = 1 | | |
| Content coverage | Addresses universal and targeted levels of interventions |  | Focuses only on indicated level addressing one individual at a time |
|  |  |  |  |
| Language | Very limited acronym use |  | Excessive acronym use |
| Writing mechanics | Flawless grammar and spelling |  | 3 or more grammar and/or spelling errors |
| Flow | Sequenced presentation of points that facilitates understanding |  | Organization of points lead to confusion |
| Hyperlinks | All are operational |  | 3 or more broken links |
| Video | Supports content of chapter |  | Questionable link to chapter contents |
| High quality sources | Evidence-based |  | Lacking empirical evidence |
| APA style citations | Follows 6th ed. of APA Publication Manual |  | Numerous violations of APA style |

Authors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

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| **Self-Evaluation Leadership/Wiki Project** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Goals for group | Helped establish group goals, and timeline of accomplishments |  | Did not contribute to group goals, and timeline of accomplishments |
| Availability for meeting | Available |  | Had conflicts |
| Dependability | Showed up on time for team meetings |  | Late for meetings, needed to reschedule at the last minute, failed to show-up for meetings |
| Task focus | Stayed on task |  | Off task |
| Contributions | Contributed equal share |  | Contributed less than equal share |
| Timeliness for written contributions | Met established timelines, work was on time |  | Failed to meet timelines, work was late |
| Problem-solving | Flexible and creative |  | Inflexible and rigid |
| Overall Attitude | Positive |  | Negative |

Partner Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Partner-Evaluation Leadership/Wiki Project** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Goals for group | Helped establish group goals, and timeline of accomplishments |  | Did not contribute to group goals, and timeline of accomplishments |
| Availability for meeting | Available |  | Had conflicts |
| Dependability | Showed up on time for team meetings |  | Late for meetings, needed to reschedule at the last minute, failed to show-up for meetings |
| Task focus | Stayed on task |  | Off task |
| Contributions | Contributed equal share |  | Contributed less than equal share |
| Timeliness for written contributions | Met established timelines, work was on time |  | Failed to meet timelines, work was late |
| Problem-solving | Flexible and creative |  | Inflexible and rigid |
| Overall Attitude | Positive |  | Negative |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Research Article Handout** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Article citation | Follows APA format |  | Multiple APA errors |
| Purpose | Lucid |  | Missing or unclear |
| Research Questions | Clearly stated |  | Missing or inaccurate |
| Method | Includes participants, measures, & procedure |  | Missing or incomplete |
| Results | Clearly stated |  | Missing or inaccurate |
| Discussion/Implications for Practice | Clearly stated |  | Missing or inaccurate |
| Visual presentation | Creative, visually attractive, use of bullet points |  | Plain, unimaginative, overloaded with text |
| Language | Very limited acronym use |  | Excessive acronym use |
| Writing mechanics | Flawless grammar and spelling |  | 3 or more grammar and/or spelling errors |
| **Research Article Presentation** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Flow | Sequenced presentation of points facilitate understanding |  | Disjointed, sequenced poorly leading to confusion |
| Creativity | Very novel, inspired approach |  | Lacks excitement |
| Organization | facilitates understanding |  | Disorganized |
| Research Questions | Clearly stated |  | Missing or inaccurate |
| Method | Described participants, measures, & procedure |  | Missing or incomplete |
| Results | Clearly stated |  | Missing or inaccurate |
| Discussion/Implications for Practice | Clearly stated |  | Missing or inaccurate |
| Visual presentation | References |  | Plain, unimaginative, overloaded with text |
| Language | Very limited acronym use |  | Excessive acronym use |
| Spoken Presentation | Fluid with limited use of notes |  | Excessive reliance on notes, read notes verbatim |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Intervention PowerPoint Presentation** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Presentation | Visually attractive |  | Bland |
| Slide content | Text is used judiciously and presented in 28 font or above |  | Text overloaded slides, use of fonts less than 28 |
| Graphics/Smart Art | Creative graphics/images/smart art promote understanding |  | Confusing or contradictory graphics, or lack of graphics |
| Intervention Graph | See attached |  |  |
| Writing mechanics | Flawless grammar and spelling |  | 3 or more grammar and/or spelling errors |
| Language | Very limited acronym use |  | Excessive acronym use |
| Writing quality | Language is appropriate for communicating with teachers, administrators and psychologists |  | Language is inappropriate for communicating with teachers, administrators and psychologists |
| Visual presentation | Creative, visually attractive, use of bullet points |  | Plain, unimaginative, overloaded with text |
| Language | Very limited acronym use |  | Excessive acronym use |
| Writing mechanics | Flawless grammar and spelling |  | 3 or more grammar and/or spelling errors |
| **Research Article Presentation** | Superior = 5; Very Good = 4; Satisfactory = 3; Marginal = 2; Unsatisfactory = 1 | | |
| Flow | Sequenced presentation of points facilitate understanding |  | Disjointed, sequenced poorly leading to confusion |
| Creativity | Very novel, inspired approach |  | Lacks excitement |
| Organization | facilitates understanding |  | Disorganized |
| Research Questions | Clearly stated |  | Missing or inaccurate |
| Method | Described participants, measures, & procedure |  | Missing or incomplete |
| Results | Clearly stated |  | Missing or inaccurate |
| Discussion/Implications for Practice | Clearly stated |  | Missing or inaccurate |
| Visual presentation | References |  | Plain, unimaginative, overloaded with text |
| Language | Very limited acronym use |  | Excessive acronym use |
| Spoken Presentation | Fluid with limited use of notes |  | Excessive reliance on notes, read notes verbatim |

**Graphs**

**Readability**

\_\_\_\_ Language can be understood by audience

\_\_\_\_ Jargon and acronyms are absent

\_\_\_\_ Smallest font size on page is easily read

\_\_\_\_ Horizontal (x) axis is clearly labeled

\_\_\_\_ Vertical (y) axis is clearly labeled

\_\_\_\_ Each trend line is labeled so the label abuts the trend line

\_\_\_\_ When two outcome measures are included on a graph, the markers for the individual data points are large enough to easily differentiate

**Consistency**

\_\_\_\_ Same font type is used for the title, axis labels, trend line labels, and captions

\_\_\_\_ Since teachers, administrators, parents, and other professionals with whom you work see more than one graph from you, the layout and style of your graphs remain similar (so the audience does not have to accommodate to new formats)

**Line Graphs (for progress monitoring)**

\_\_\_\_ Data path is represented by a line that connects individual observations of the same outcome measure over time

\_\_\_\_ Line between the two adjacent points is omitted when there is a phase change, e.g., between the baseline and intervention

\_\_\_\_ Line between adjacent points is deleted when observations are missing due to the student’s absence, school vacation, or any temporal break in the data collection sequence

\_\_\_\_ Phase change is marked with the vertical dashed line

\_\_\_\_ Actual dates of sessions or observations are used along the (x) horizontal axis (not session numbers)

\_\_\_\_ No more than two outcome measures are included on a graph

\_\_\_\_ Only one scale left (y) vertical axis is included on the graph (all data points are referenced to the left (y) vertical axis)

\_\_\_\_ Date and start time of the session is recorded where there are multiple sessions per day

\_\_\_\_ Date and the setting is included if sessions are in different settings

**Professionalism and Ethical conduct**

During practicum, internship and eventually in school and other settings you will be working with children with real academic and psychosocial struggles. Acting professionally includes:

* Dressing in professional attire.
* Being courteous and respectful of adults and children.
* Respecting all of your colleagues’ experience, knowledge, ability, and input regardless of rank.
* Following school policies. (checking in at the school office, following local procedures)
* Being on time.
* Maintaining professional language. When you do relax a bit watch how you speak to your co-workers and supervisors
* Ask questions and continue to learn about the site you are working in, but speak to your co-workers and supervisors with respect.
* Committing to the placement. Being the person they can count on to do whatever, whenever.
* Being energetic, enthusiastic, and cooperative.
* Staying calm and positive in tough situations and crises.
* Taking responsibility for your actions in a well-mannered way (especially if you make an error).
* Keeping the lines of communication open with your supervisor/s.
* Maintain a professional image (Facebook, other websites)
* Giving credit to your supervisees when they make a positive contribution (not taking credit for their work).
* Staying positive when others are negative.
* Balancing urgent v. important tasks.
* Finishing projects after the initial excitement wears off, finding energy to complete the last 10% of the work.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Intervention** | **Intervention peer reviewer** | **Leadership Topic** | **Wiki Leadership** | **Wiki Leadership** | **Research article** | **Research article** |
| 1/26 | Ashley | Avital |  |  |  | Maryellen | Kelly |
| 2/2 | Courtney | Ellen | Mental health screening | Natasha | Barbara | Avital | Ashley |
| 2/16 | Maryellen | Kelly | Crisis prevention and response | Megan | Kristen | Barbara | Courtney |
| 3/1 | Avital | Courtney | Increasing community involvement | Ellen | Kelly | Ashley | Natasha |
| 3/8 | Natasha | Barbara | Homework interventions | Courtney | Maryellen | Kristen | Ellen |
| 3/22 | Kristen | Ashley | Substance Abuse | Avital | Ellen | Natasha | Megan |
| 3/29 |  |  | Homelessness | Megan | Barbara | Courtney |  |
| 4/5 | Barbara | Natasha | Home-school partnerships | Kelly | Ashley | Kristen | Maryellen |
| 4/12 | Megan | Maryellen | Group social skills | Avital | Kristen |  | Kelly |
| 4/19 | Ellen | Kristen | GBLT/Transitions | Natasha | Courtney | Barbara | Megan |
| 4/26 | Kelly | Megan | Professional Development | Ashley | Maryellen | Ellen | Avital |